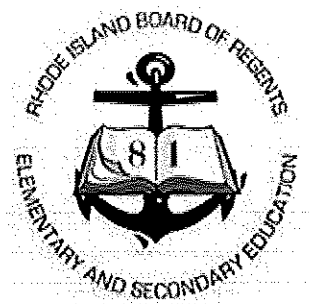# RHODE ISLAND MODEL

TEACHER EVALUATION & SUPPORT SYSTEM

EDITION II, MODULE 1 TRANSING PACKET

Rhode Island Model for Personnel Evaluating Teachers

Module I Training

Contents

PROFESSIONAL PRACTICE CLOSE ANALYSIS OF 2B AND 3C

DOMAIN	2: THE CLASSROOM ENVIRONMENT	3: INSTRUCTION
COMPONENT	2b: Establishing a Culture for Learning (pp. 78)	3c: Engaging Students in Learning (pp. 88)
ELEMENT	**Importance of the content and of learning** In a classroom with a strong culture for learning, teachers convey the essential importance of what the students are learning. **Expectations for learning and achievement** In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of achieving it if they are prepared to work hard. **Student pride in work** When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. They may undertake revisions on their own, or show a visitor a recent paper or project they have produced.	**Activities and assignments** The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are those that require student thinking, that emphasize depth over breadth, and that may allow students to exercise some choice. **Grouping of students** How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly. Whatever the arrangement, skilled teachers decide it purposefully. *Note: Grouping of students is also an element for 2c: Managing Classroom Procedures. In that component, however, the focus is on the procedures students have been taught for working independently of teacher supervision; this component, on the other hand, centers on the use of student groups to maximize student engagement in learning.* **Instructional materials and resources** The instructional materials a teacher selects to use in the classroom can have an enormous impact on student experience. While some teachers are obliged to use a school or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies. **Structure and pacing** Neither adults nor students like to be either bored or rushed in completing a task. Keeping things moving within a well-defined structure is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

INDICATOR	
• Belief in the value of the work • Expectations are high and supported through both verbal and nonverbal behaviors • Quality is expected and recognized • Effort and persistence are expected and recognized • Confidence in ability is evidenced by teacher's and students' language and behaviors • Expectation for all students to participate	• Activities aligned with the goals of the lesson • Student enthusiasm, interest, thinking, problem-solving, etc. • Learning tasks that require high-level student thinking and are aligned with lesson objectives • Students highly motivated to work on all tasks and are persistent even when the tasks are challenging • Students actively "working", rather than watching while their teacher "works" • Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection
LEVEL 3 PERFORMANCE DESCRIPTOR	
The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

My noted key difference	
Colleague noted key differences	

Classroom Observation Form

Date of Observation: ___/___/_____	Start Time:_____ am pm	End Time:_____ am pm

Observation Type: *(Circle one)*   Announced   Unannounced

Teacher Professional Practice Domain 2: The Classroom Environment					
2a: Creating an Environment of Respect and Rapport	*Circle One:*	**4**	**3**	**2**	**1**
Rationale:					
2b: Establishing a Culture for Learning	*Circle One:*	**4**	**3**	**2**	**1**
Rationale:					
2c: Managing Classroom Procedures	*Circle One:*	**4**	**3**	**2**	**1**
Rationale:					
2d: Managing Student Behavior	*Circle One:*	**4**	**3**	**2**	**1**
Rationale:					

Teacher Professional Practice Domain 3: Instruction					
3a: Communicating with Students	*Circle One:*	4	3	2	1
Rationale:					
3b: Using Questioning and Discussion Techniques	*Circle One:*	4	3	2	1
Rationale:					
3c: Engaging Students in Learning	*Circle One:*	4	3	2	1
Rationale:					
3d: Using Assessment in Instruction	*Circle One:*	4	3	2	1
Rationale:					

Priority Feedback
Using component rationale, enter priority feedback

Professional Practice Connect and Plan:

1. What is one piece of **positive feedback** that you would provide to this educator at the Mid-Year Conference regarding their Professional Practice?

2. What is one area of **priority feedback** that you would want to focus on? What would you suggest for their next step?

Student Learning Objectives Connect and Plan:

Think of one teacher you work with who is struggling to meet their SLO. What challenge in their classroom may affect their students' ability to succeed at meeting targets? What resource or next step would help them and their students most?

Guided Practice: Mr. Dewey wrote an SLO with a tiered target for his 3rd, 4th, and 5th grade Visual Art classes, based on his original schedule, which allowed him to meet with the groups twice per week for 60 minutes. However, in late October, the 1st and 2nd grade visual art teacher unexpectedly quit. The schedule was reorganized so that the younger students could continue taking art. Now Mr. Dewey meets with the 1st-5th graders once per week for 60 minutes. Mr. Dewey has earned all 3s and 4s in observations so far, but when asked about his SLO, he reports that the older students are substantially behind his original mid-year benchmarks because of the schedule change and would like to revise his targets.

SLO <u>DOES NOT NEED REVISION</u>	SLO <u>NEEDS REVISION</u>
1. What are reasons for not revising the SLO?	1. What are the reasons for revising the SLO? *An adjustment would be appropriate because the amount of instructional time Mr. Dewey had with the 3rd-5th graders was reduced by half, which is significant. His targets might be unreasonable given the interval of instruction. His teaching assignment has also changed, so he might want to include the 1st-2nd graders in his SLO, if appropriate.*
2. What options might exist for supports throughout the remainder of the year?	2. What feedback might you provide for how to revise the SLO? *In this case Mr. Dewey should revise the targets to be appropriate to the revised interval of instruction. If he wants, he could also incorporate the 1-2nd graders into the SLO, with tiered targets for them.* 3. What options might exist for supports throughout the remainder of the year? *If possible, hiring another art teacher to replace the one who left would be ideal.*

Scenario 2: Mrs. Callihan teaches in a school with a high population of transient students. In the beginning of the year, when she wrote her SLO, she had 22 students in her class. By the mid-year conference 5 students have left the school and 3 have joined her class. Since nearly 23% of her original students are no longer on her roster and the three additional students are not accounted for in her SLO, she has requested to revise it to include them.

SLO DOES NOT NEED REVISION	SLO NEEDS REVISION
1. What are reasons for not revising the SLO?	1. What are the reasons for revising the SLO?
2. What options might exist for supports throughout the remainder of the year?	2. What feedback might you provide for how to revise the SLO?
	3. What options might exist for supports throughout the remainder of the year?

Scenario 3: Ms. Ober has been teaching 6th grade mathematics for eight years. At the beginning of the year, when first drafting her SLOs, she reviewed the end-of-year performance of last year's 6th grade class. But when she began teaching this year, she found that many of her students did not have the foundational mathematical skills that her students had in the past. After examining student's performance on September tasks she tried to set SLO targets accordingly. However, by November it became apparent to her that students' gaps were wider than she initially thought and she needed to do quite a bit more remediation in order to get students prepared to access the 6th grade material. She reports that 75% of students are on track to meet their goals and would like to adjust her targets to account for her students' lack of foundational knowledge and the re-teaching she has had to do.

SLO **DOES NOT NEED REVISION**	SLO **NEEDS REVISION**
1. What are reasons for not revising the SLO?	1. What are the reasons for revising the SLO?
2. What options might exist for supports throughout the remainder of the year?	2. What feedback might you provide for how to revise the SLO?
	3. What options might exist for supports throughout the remainder of the year?

Scenario 4: Mr. Palazola set his SLOs in October but needed knee surgery and had to take medical leave for the months of November and December. Before he left he created clear lesson plans, with materials and assessments for the permanent substitute teacher and met with him to discuss the students and the upcoming units. When he returned in January he was disappointed to find his students far behind where they should have been. It is clear to him that the substitute did not adhere to the plans and pacing. He feels he will not be able to meet the targets he initially set now and has requested to adjust them.

SLO <u>DOES NOT NEED REVISION</u>	SLO <u>NEEDS REVISION</u>
1. What are reasons for not revising the SLO?	1. What are the reasons for revising the SLO?
2. What options might exist for supports throughout the remainder of the year?	2. What feedback might you provide for how to revise the SLO?
	3. What options might exist for supports throughout the remainder of the year?

Scenario 5: Mr. Washington has created an SLO for his three sections of 8th grade ELA. He thought out the targets carefully but when you meet with him at the mid-year conference he is discouraged by the fact that only 69% of students are on track to meet the targets based on the midterm. When asked to explain, he shows his class attendance records, which indicate that 16 of his 66 students (24%) miss school approximately once per week, and 4 students (6%) miss class approximately twice per week. All but three of the students who failed the midterm fall into one of these groups of frequently absent students. He expresses his belief that he would be able to get most students to meet the learning objective if he had more time with them.

SLO DOES NOT NEED REVISION	SLO NEEDS REVISION
1. What are reasons for not revising the SLO?	1. What are the reasons for revising the SLO?
2. What options might exist for supports throughout the remainder of the year?	2. What feedback might you provide for how to revise the SLO?
	3. What options might exist for supports throughout the remainder of the year?

Mock Mid-Year Conference Scenario: Ms. Williams taught 9th grade honors classes for 7 years and has just started teaching 6th grade this year for the first time. She created her SLO about writing arguments after analyzing literary and informational text at the beginning of the school year and set targets after administering baseline assessment tasks. However, as the year continued she realized that students had significant reading comprehension gaps. She has focused on developing their comprehension and believes the SLO should be rewritten to reflect this as the Objective Statement.

SLO <u>DOES NOT NEED REVISION</u>	SLO <u>NEEDS REVISION</u>
1. What are reasons for not revising the SLO?	1. What are the reasons for revising the SLO?
2. What options might exist for supports throughout the remainder of the year?	2. What feedback might you provide for how to revise the SLO?
	3. What options might exist for supports throughout the remainder of the year?

PROFESSIONAL FOUNDATIONS MID-YEAR EVIDENCE REVIEW
Artifact #1: 7th Grade On-Demand Persuasive Writing Samples
Group #1: Conferences will occur on 11/19/12

Name	Strengths	Areas of Focus	Teaching Implications
Jonathan M.	• Embedded opposing viewpoint • Word choice is artfull • Sense of purpose; wants everyone to love this author • Fluid style and voice • Stream of consciousness feeling supports his word-weaving style	• Show his punctuation and paragraph opportunities that support his purpose and audience (without taking away what he already does so well!)	• Potentially highlight Jon's use of word choice in upcoming mini-lesson. • Perhaps buddy Jon with Robeson during peer conferences later this week
Courtney S.	• Straightforward piece with complicated thinking • Craft moves for persuasive writing: Repetition in her sentence structure for impact (2nd paragraph –use of the word *respect* and at the end, the use of the word, *doesn't*) • Counter-argument is woven throughout (not a single paragraph)	• Develop point about how Derek Jeter could impact the students • Show her more devices for craft moves for impact: alliteration, comparison, etc. • Elaborate on supporting evidence (e.g. how does he show respect for the fans?) • Develop stronger word choice ("nice")	
Robeson R.	• Strong sense of purpose and audience • Sense of authority with attempts at a business-like tone • Introduction draws you in and conclusion reflects most important points	• Focus and elaborate on most significant ideas using more precise/academic language. (e.g. use stronger adjectives instead of *nice* or *awesome* and pick some verbs that show what George Bush <u>does</u> in his role as president • Develop more points about how he could impact kid	• Mini-lesson on precise/academic language, especially around adjectives and verbs.
Luis M.	• Has a clear position • Some sense of stating a claim and supporting it • Does think about audience	• Elaborate with more reasons and details using academic words, including more about the potential impact he would have on students • Help him develop counter argument	• Mini-lesson on developing counter argument, especially as it relates to "impact" since this is coming up with multiple students
Emmanuel S.	• Strong, engaging introduction • Sense of audience • Attempts to use persuasive techniques: questioning, quotes, repetition • Elaborates on main points (being a role model and inspiration)	• Redundancy: some ideas are restated • Tighten up organization (has some main ideas and supports them, but loses the flow in paragraph 4) • Revise conclusion, moving from retell to a more compelling appeal	
Jennifer B.	• Clear position at beginning and attempts to develop her idea • Sense of audience and purpose • Does some smart thinking • Attempts to use appropriate words (e.g. *brilliant, steroids, represent*)	• Help with counter argument • Help her to elaborate on how Chris Rock could impact others • Once her ideas are more developed, help her with conventions (contractions, punctuation, verb-tense agreement) and sentence fluency.	

Artifact #2: Lesson Plans (posted on classroom website)

	Monday 10/8	Tuesday 10/9	Wednesday 10/10	Thursday 10/11	Friday 10/12
Warm-Up	DOL sentences **CCSS L7.2**	DOL sentences **CCSS L7.2**	Word Study Sort in small groups. Objective: Students will review previous roots and related words **CCSS L7/4b**	DOL sentences **CCSS L7.2**	No Warm-Up
Writing Workshop	Class Discussion/Pre-Write: Discuss and record ways characters confront challenges **Objective:** Students will compare and contrast how characters, both real and fictional, confront challenges in their life using the graphic organizer of their choice. **CCSS SL7.1, RL7.9**	Write 1st draft of explanatory/informative essay in small groups **Objective:** Students will write the body paragraphs in their essay in small groups. **CCSS W.7.9.a,b; L.7.1a,b; L.7.2a,b**	Continue Writing 1st draft of explanatory/informative in small groups **Objective:** Students will write an introduction and a conclusion to their essay in small groups **CCSS W.7.9.a,b; L.7.1a,b; L.7.2a,b**	Revision Circles: Revise another group's writing piece **Objective:** Students will peer edit another group's essay using the STAR method **CCSS W.7.9.a,b; L.7.1a,b; L.7.2a,b**	Re-write group essay incorporating peer feedback **Objective:** Students will revise their essay based on feedback from their peer edit group. **CCSS W.7.9.a,b; L.7.1a,b; L.7.2a,**
Reading Workshop	Independent Reading	- Soldier's Heart Study Guide -Independent Reading: 3rd, 6th, challenged to find examples of figurative language in their AR book	-Discuss Writing prompt for Soldier's Heart test -Independent Reading	Independent Reading	Soldier's Heart Test
Homework	Read 30 minutes, study previous word study HW- Review Quiz on Friday	Read 30 minutes, study previous word study HW- Review Quiz on Friday	Read 30 minutes, study previous word study HW- Review Quiz on Friday	Read 30 minutes, study previous word study HW- Review Quiz on Friday	Read 30 minutes today, read for 30 minutes Saturday

Comment [sw4]: PF 7: Plans are clearly linked to learning standards.

Comment [sw5]: PF 7: Plans are sequentially organized and anticipate the next lesson.

Comment [sw6]: PF 7: Information and activities are ordered appropriately and in such a way that students can build on their prior knowledge.

Comment [sw7]: PF 1: The teacher plays a leading role in the development of school initiatives.

Comment [sw8]: PF 6: The teacher regularly collaborates with colleagues and uses them as a professional resource when possible.

In Action Evidence of Professional Foundations Components

9/28/12: Led an ELA dept. meeting with colleague on best practices for conference with students to provide feedback and support on their writing

Rhode Island Department of Elementary and Secondary Education

Teacher Mid-Year Conference

User Information

Name: Ms. Williams	Title:
Building:	Department:
Grade:	Evaluation Type: Teacher
Submitted/Initiated By:	Date Completed:
Submitted By:	Date Acknowledged:
Finalized By: N/A	Evaluation Cycle:

Date of Conference:
12/5/2012

Student Learning Objectives

Use the original Student Learning Objective descriptions to discuss each objective. If revisions to objectives are necessary based on evidence presented at the conference, make those revisions on the relevant Student Learning Objective form(s) and make sure the set is re-submitted for approval.

Student Learning Objective Descriptions

ELA -- Argument (Gr. 7)

ELA -- Argument (Gr. 8)

Student Learning Objective Artifacts

Name	Type	Category	Rubric Alignment	Component Alignment	Date Uploaded	
ELA -- Argument (Gr. 8 - Sept diagnostic results)	Student Work	Student Learning Objective			10/31/2012	☐
ELA -- Argument (Gr. 7 - Sept diagnostic results)	Student Work	Student Learning Objective			10/31/2012	☐

Mid-Year Student Learning Objective Revisions: No revisions needed

Teacher Professional Practice

Teacher Professional Practice Rubric Report Domain 2: The Classroom Environment

Component	(4)	(3)	(2)	(1)
2a: Creating an Environment of Respect and Rapport	0 of 2	2 of 2	0 of 2	0 of 2
2b: Establishing a Culture for Learning	0 of 2	2 of 2	0 of 2	0 of 2
2c: Managing Classroom Procedures	1 of 2	1 of 2	0 of 2	0 of 2
2d: Managing Student Behavior	1 of 2	1 of 2	0 of 2	0 of 2

Teacher Professional Practice Rubric Report Domain 3: Instruction

Component	(4)	(3)	(2)	(1)
3a: Communicating with Students		2 of 2	0 of 2	0 of 2

	0 of 2			
3b: Using Questioning and Discussion Techniques		2 of 2	0 of 2	0 of 2
	0 of 2			
3c: Engaging Students in Learning		2 of 2	0 of 2	0 of 2
	0 of 2			
3d: Using Assessment in Instruction		0 of 2	2 of 2	0 of 2
	0 of 2			

Teacher Professional Practice Component Report Domain 2: The Classroom Environment

Component	Classroom Observation #1	Classroom Observation #2	AVERAGE
2a: Creating an Environment of Respect and Rapport	3	3	3
2b: Establishing a Culture for Learning	3	3	3
2c: Managing Classroom Procedures	3	4	3.5
2d: Managing Student Behavior	3	4	3.5
TOTALS:	12	14	
	26/32		

Teacher Professional Practice Component Report Domain 3: Instruction

Component	Classroom Observation #1	Classroom Observation #2	AVERAGE
3a: Communicating with Students	3	3	3
3b: Using Questioning and Discussion Techniques	3	3	3
3c: Engaging Students in Learning	3	3	3
3d: Using Assessment in Instruction	2	2	2
TOTALS:	11	11	
	22/32		

Based on all available evidence to date, prioritize feedback to the teacher.

Observed Priority Feedback: (07/01/2012 - 06/30/2013)

Using component rationale, enter priority feedback.

Classroom Observation #1 (Classroom Observation #1) - 10/23/2012 Annavarjula, Shoba

THIS TEXT IS PRE-POPULATED FROM THE OBSERVATION FORM.

Using component rationale, enter priority feedback.

Classroom Observation #2 (Classroom Observation #2) - 10/23/2012 Annavarjula, Shoba

THIS TEXT IS PRE-POPULATED FROM THE OBSERVATION FORM.

Professional Practice - Summary of Priority Feedback:

Based on evidence collected and displayed in the artifact report below, review the rationale and provide a formative score, if applicable, and prioritized feedback.

Professional Foundations Artifacts

Name	Type	Category	Rubric Alignment	Component Alignment	Date Uploaded	
7th Grade On-Demand Writing Samples	Teacher Documentation	Professional Foundations	Teacher Professional Foundations Domain 1: School Resp & Communication	PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress.	11/26/2012	
7th Grade On-Demand Writing Samples	Teacher Documentation	Professional Foundations	Teacher Professional Foundations Domain 3: Planning	PF8: Uses data appropriately to plan instruction for a diverse group of learners	11/26/2012	
Lesson Plans	Teacher Documentation	Professional Foundations	Teacher Professional Foundations Domain 3: Planning	PF7: Plans effectively based on accurate knowledge of how children learn and develop	11/26/2012	

Domain 1: School Responsibilities and Communication

Review the rationale and provide a formative score, if applicable, and prioritized feedback.

Professional Foundations Domain 1: Rationale Report (07/01/2012 - 06/30/2013)

PF1: Understands and participates in school/district-based initiatives and activities

Component PF1 Formative Score: 2

Priority Feedback PF1:

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress

Component PF2 Formative Score: 2

Priority Feedback PF2:

Domain 2: Professionalism

Review the rationale and provide a formative score, if applicable, and prioritized feedback.

Professional Foundations Domain 2: Rationale Report (07/01/2012 - 06/30/2013)

PF3: Acts on the belief that all students can learn and advocates for students' best interests

Component PF3 Formative Score: 2

Priority Feedback PF3:

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

Component PF4 Formative Score: 2

Priority Feedback PF4:

PF5: Acts ethically and with integrity while following all school, districts and state policies

Component PF5 Formative Score: 2

Priority Feedback PF5:

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in orde to improve student learning

Component PF6 Formative Score: 2

Priority Feedback PF6:

Domain 3: Planning

Review the rationale and provide a formative score, if applicable, and prioritized feedback.

Professional Foundations Domain 3: Rationale Report (07/01/2012 - 06/30/2013)

PF7: Plans effectively based on accurate knowledge of how children learn and develop

Component PF7 Formative Score: 2

Priority Feedback PF7:

19

PF8: Uses data appropriately to plan instruction for a diverse group of learners

Component PF8 Formative Score: 2

Priority Feedback PF8:

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Professional Foundations - Summary of Priority Feedback:

Additional Comments:

Professional Growth Plan Reviewed:
Yes

(To be completed by the teacher)

I have read this form and have had an opportunity to comment. Clicking the ACKNOWLEDGE button is equivalent to an electronic signature. My signature does not signify agreement or disagreement.

Rhode Island Department of Elementary and Secondary Education

Teacher Mid-Year Conference

User Information

Name: Teacher 2

Building: None

Grade: None

Title:

Department: None

Evaluation Type: Teacher

Date Completed: 10/31/2012 08:46

Date Acknowledged: Unacknowledged

Evaluation Cycle: 07/01/2012 - 06/30/2013

Date of Conference:
12/7/2012

Student Learning Objectives

Use the original Student Learning Objective descriptions to discuss each objective. If revisions to objectives are necessary based on evidence presented at the conference, make those revisions on the relevant Student Learning Objective form(s) and make sure the set is re-submitted for approval.

Student Learning Objective Descriptions

Math- Functions
Math- Modeling

Student Learning Objective Artifacts

Name	Type	Category	Rubric Alignment	Component Alignment	Date Uploaded	
Dept. Roster Analysis 9.25.12	Other	Student Learning Objective			10/31/2012	

Mid-Year Student Learning Objective Revisions:
No revisions needed

Teacher Professional Practice

Teacher Professional Practice Rubric Report Domain 2: The Classroom Environment

Component	(4)	(3)	(2)	(1)
2a: Creating an Environment of Respect and Rapport	0 of 2	0 of 2	2 of 2	0 of 2
2b: Establishing a Culture for Learning	0 of 2	0 of 2	2 of 2	0 of 2
2c: Managing Classroom Procedures	0 of 2	0 of 2	1 of 2	1 of 2
2d: Managing Student Behavior	0 of 2	0 of 2	2 of 2	0 of 2

Teacher Professional Practice Rubric Report Domain 3: Instruction

Component	(4)	(3)	(2)	(1)
3a: Communicating with Students		0 of 2	1 of 2	1 of 2

Component				
	0 of 2			
3b: Using Questioning and Discussion Techniques		0 of 2	2 of 2	0 of 2
	0 of 2			
3c: Engaging Students in Learning		0 of 2	2 of 2	0 of 2
	0 of 2			
3d: Using Assessment in Instruction		0 of 2	1 of 2	1 of 2
	0 of 2			

Teacher Professional Practice Component Report Domain 2: The Classroom Environment

Component	Classroom Observation #1	Classroom Observation #2	AVERAGE
2a: Creating an Environment of Respect and Rapport	2	2	2
2b: Establishing a Culture for Learning	2	2	2
2c: Managing Classroom Procedures	2	1	1.5
2d: Managing Student Behavior	2	2	2
TOTALS:	8	7	
	15/32		

Teacher Professional Practice Component Report Domain 3: Instruction

Component	Classroom Observation #1	Classroom Observation #2	AVERAGE
3a: Communicating with Students	2	1	1.5
3b: Using Questioning and Discussion Techniques	2	2	2
3c: Engaging Students in Learning	2	2	2
3d: Using Assessment in Instruction	2	1	.1.5
TOTALS:	8	6	
	14/32		

Based on all available evidence to date, prioritize feedback to the teacher.

Observed Priority Feedback: (07/01/2012 - 06/30/2013)

Using component rationale, enter priority feedback.
Classroom Observation #1 (Classroom Observation #1) - 10/26/2012
THIS TEXT IS PRE-POPULATED FROM THE OBSERVATION FORM,

Using component rationale, enter priority feedback.
Classroom Observation #2 (Classroom Observation #2) - 10/26/2012
THIS TEXT IS PRE-POPULATED FROM THE OBSERVATION FORM.

Professional Practice - Summary of Priority Feedback:

Teacher Professional Foundations

Based on evidence collected and displayed in the artifact report below, review the rationale and provide a formative score, if

applicable, and prioritized feedback.

Professional Foundations Artifacts

Name	Type	Category	Rubric Alignment	Component Alignment	Date Uploaded	
sample artifact	Student Work	Professional Foundations			10/16/2012	☒

Domain 1: School Responsibilities and Communication

Review the rationale and provide a formative score, if applicable, and prioritized feedback.

Professional Foundations Domain 1: Rationale Report (07/01/2012 - 06/30/2013)

NONE

PF1: Understands and participates in school/district-based initiatives and activities

Component PF1 Formative Score:

2

Priority Feedback PF1:

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress

Component PF2 Formative Score:

2

Priority Feedback PF2:

Domain 2: Professionalism

Review the rationale and provide a formative score, if applicable, and prioritized feedback.

Professional Foundations Domain 2: Rationale Report (07/01/2012 - 06/30/2013)

NONE

PF3: Acts on the belief that all students can learn and advocates for students' best interests

Component PF3 Formative Score:

1

Priority Feedback PF3:

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

Component PF4 Formative Score:

2

Priority Feedback PF4:

PF5: Acts ethically and with integrity while following all school, districts and state policies

Component PF5 Formative Score:

2

Priority Feedback PF5:

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning

Component PF6 Formative Score:

2

Priority Feedback PF6:

Domain 3: Planning

Review the rationale and provide a formative score, if applicable, and prioritized feedback.

Professional Foundations Domain 3: Rationale Report (07/01/2012 - 06/30/2013)

NONE

PF7: Plans effectively based on accurate knowledge of how children learn and develop

Component PF7 Formative Score:

2

Priority Feedback PF7:

PF8: Uses data appropriately to plan instruction for a diverse group of learners

Component PF8 Formative Score:

1

24

Priority Feedback PF8:

[blank text box]

Professional Foundations - Summary of Priority Feedback:

[blank text box]

Additional Comments:

[blank text box]

Professional Growth Plan Reviewed:
Yes

(To be completed by the teacher)

I have read this form and have had an opportunity to comment. Clicking the ACKNOWLEDGE button is equivalent to an electronic signature. My signature does not signify agreement or disagreement.

Coaching Stems

Paraphrasing
- So....
- Let me make sure I understand...
- In other words...it sounds like...

Clarifying
- Could you tell me more about...
- Tell me what you mean by...
- Could you give me an example...
- How is that different from....

Interpretation
- What you are describing could mean...
- Could it be that what you are saying is...
- Is it possible that...

Mediational
- What criteria do you use to...
- What might happen if...
- How would it look...
- What is the impact of ... on students...
- How do you decide...

Instructional
- Would you like more information; to review some options; some resources...
- A couple of things to keep in mind are...
- Research seems to indicate...
- Sometimes it is helpful if...

Summarizing
- You have stated that your goal is...
- Let's review the key points in our discussion...
- Tell me your next steps...
- So this is your homework...

Transformational
- Let's try a role-play...
- Ground that assessment for me...could you make a different assessment...
- How could we turn that rut story into a river story...
- What new "way of being" are you willing to try out...

New Teacher Center

Mock Mid-Year Conference

| GATHER | SORT | INTERPRET | DEVELOP FEEDBACK |

Prepare for your Mock Mid-Year Conference:

Consider **one** piece of **positive** and **one priority** feedback for each of the criteria:

Professional Practice:
-
-

Student Learning Objectives:
-
-

Professional Foundations:
-
-

Participant C Notes on Mock Mid-Year Conference Observation:

Mid-Year Conference Reflect and Plan:

Based on this mock Mid-Year Conference, what will help you prepare for your Mid-Year Conferences?